

Feel the Beat



Text Type: Non-fiction: Persuasive — Brochure

Guided Reading Level: N

Summary: This dance studio brochure describes the facility, instructors, and types of classes offered. It includes registration and competition information as well as a class schedule.

Text Features

- ▶ headings and subheadings
- ▶ chart (schedule)
- ▶ bulleted information

Visual Literacy

- ▶ various fonts, bold text
- ▶ inset photographs

Text Supports

- ▶ detailed photographs and illustrations
- ▶ headings to organize information
- ▶ engaging topic

Possible Text Challenges

- ▶ folded brochure format may be unfamiliar
- ▶ layout of text information
- ▶ reading the chart (schedule)
- ▶ multi-syllabic words
- ▶ subject specific vocabulary (*fan kick, barrel turn, brush, riff, pirouetting, acrobatics, popping and locking, clogging*)

Reading Strategies

Comprehension

- ▶ making connections
- ▶ analyzing

Working with Words

- ▶ use various strategies to solve unfamiliar words

Assessment Opportunities

Observe each student's ability to:

- ▶ make text-to-self and text-to-world connections
- ▶ analyze text and locate facts
- ▶ solve unfamiliar words using various strategies

Oral Language Opportunities

- ▶ discussing in groups and pairs
- ▶ orally share opinions with a partner or small group

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at www.lpey.ca and in the Grade Two Reading Guide.



BEFORE READING

Activating and Building Background Knowledge

Analyzing/predicting

- ▶ Hand out copies of the brochure and have students look through it, analyzing the brochure and headings carefully to help them make predictions about what they will learn from the brochure. As they investigate the brochure further, invite students to add to their initial predictions or revise their thinking.

What information do you think you will learn about in this brochure?

Making connections/analyzing

- ▶ Encourage students to think about the layout and information included in brochures they have seen (layout, content, purpose) and make connections to the features included in the dance studio brochure. Have a few sample brochures on hand for students to review.

Today we are going to read a brochure from a dance studio. Has anyone ever seen a brochure before?

Text features/visual literacy/making connections

- ▶ Invite students to look at the brochure and discuss how it is organized. Explain that the purpose of a brochure is to capture the readers' interest and provide information about a topic. Encourage students to identify that brochures are usually double-sided with four or six panels of information, include a variety of headings and subheadings, and often include colourful illustrations or photographs. Remind students that brochures are usually trying to persuade their reader to try their product or service.

Why do you think the dance studio might have chosen a brochure to share their information?

ELL Note:

Choose some appropriate Internet video clips which show the various styles of dance featured in the brochure. Watch and discuss the clips with students, incorporating some of the terms from the text such as "acrobatics" or "pirouette" into the discussion.

Discussing Supports and Challenges

Word solving and building

- ▶ Tell students that they will encounter specific vocabulary words associated with different types of dance (*clogging, acrobatics, rhythm, musicality, pirouette*). Invite them to recall strategies they can use to figure out unfamiliar words, such as: reread the sentence, finding words they know within the larger word, making connections to what they already know, skipping the word and then going back.

Text features/making connections

- ▶ Draw students attention to the schedule included in the brochure and discuss how a schedule is organized and what information is included. Explain that a schedule is usually a summary of information and that more details can be found in other places.

Making connections

- ▶ Write specific dance terms (*dig, brush, riff, fan kick, barrel turn, pirouette, acrobatics, clogging*) on a chart or on the board. As a group, discuss what the words might mean. What type of dance they might be associated with, and how the step might be performed. Have students volunteer to demonstrate any steps they know, if appropriate.

**Making connections/
analyzing**

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose. Students record any vocabulary words that they are unsure of on a sticky note.

As you read this brochure, I want you to think about ways this brochure is organized compared to other brochures you have seen. Pay attention to the headings, subheadings, text boxes, schedule, and photographs.

Teaching Tip: You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at www.lpey.ca.



DURING READING

**Word solving and building
Language predictability
Language predictability**

- ▶ Ask each student to read the text independently, keeping in mind the purpose for reading. Remind students to note any vocabulary words they are unfamiliar with on their sticky note.
- ▶ Observe and listen to students as they read quietly, assisting them as needed. Some students may require help with word solving and word meanings. Respond to questions and offer prompts to help them problem solve. Possible prompts:
 - Do you see a word part you know?
 - Did that make sense? Try rereading to see if that sounded right.
 - Is there anything in the picture that can help you solve that word?
- ▶ If students finish early, ask them to review any words they have recorded on their sticky note and try to predict what the words might mean.
- ▶ Note successful reading strategies and any remaining reading challenges.



AFTER READING

**Making connections/
analyzing**

- ▶ Revisit the purpose for reading. Invite students to make connections and share similarities between the layout of this brochure and how other brochures are organized. Encourage them to notice the headings, subheadings, text boxes, schedule, and photographs.

ELL Note: Work with students to build a Text Features chart for brochures, adding features from this reading such as text box, heading, subheading, schedule, and photographs. Have students examine other brochures to find additional examples of these various text features.

Making connections

- ▶ As a group, identify the six types of dance described in the brochure. Discuss why students think the studio selected the types of dance classes offered over other types of dance.

Are there any dance styles you know that were not included in the brochure?

Word solving and building

- ▶ Discuss the words students recorded on their sticky notes. Have all of the students find the word in the brochure and discuss which strategies the students found most successful to solve unfamiliar words. Praise student's effective use of word solving strategies and correct any misinterpretations of word meanings.

Self-monitoring

- ▶ Comment on any effective reading strategies you observed.

I noticed that when Kyra came to the word "international," she covered up the word part she knew, "national," and sounded out the first part, "inter" and then read the two parts together.

ELL Note:

Help students to develop scanning skills for reading a schedule by presenting various scenarios to students and having them find the appropriate dance class. For example, "You have never taken a ballet class before so you would be a beginner. When will your class be? Point to it on the schedule."

Rereadings

- ▶ Provide opportunities for students to reread the text independently or with a partner.

Focused Follow-Up

The following activities are optional. Choose those that best meet your students' needs.

Write a Letter

Making connections/ analyzing

- ▶ Invite students to write a letter to their parents convincing them why the student should be able to take the dance class of his or her choice. Encourage students to include the relevant information from the brochure such as, description, cost, time, and registration information.

Dance Steps

Making connections/ synthesizing

- ▶ Using the information presented in the brochure, invite students to perform a few steps from one of the dance styles. Encourage other students to try and guess what style of dance they are performing. Discuss the clues that the dancer provided to help the audience figure out which dance style was being performed.

Design a Brochure

Making connections/ synthesizing

- ▶ Have students design their own brochure for a sport or activity they want to persuade their friends to join. Remind them to include the text features of a brochure (headings, subheadings, chunks of text, and pictures) and to include information that will make their sport or activity appealing to their friends.

Evaluating

Favourite Dance

- ▶ Ask students to choose the type of dance they would be the most interested in learning and why. Responses can be shared orally with a partner or in a small group.